



# SC Annual School Report Card Summary

**CHAPIN ELEMENTARY**  
**Lexington/Richland 5**  
**Grades: PK-5** Enrollment: 808  
**Principal: Harriet B. Wilson**  
**Superintendent: Stephen W. Hefner, Ed. D.**  
**Board Chair: Robert Gantt**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Excellent	Excellent	TBD	TBD	Not Met	N/A
2010	Excellent	Excellent	Gold	N/A	Met	N/A
2009	Excellent	Good	Gold	N/A	Met	N/A

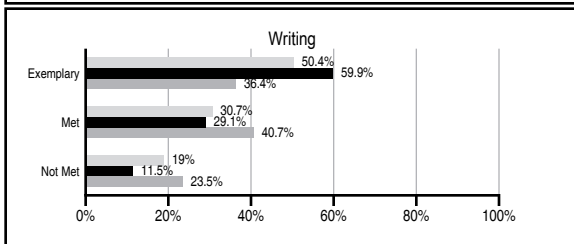
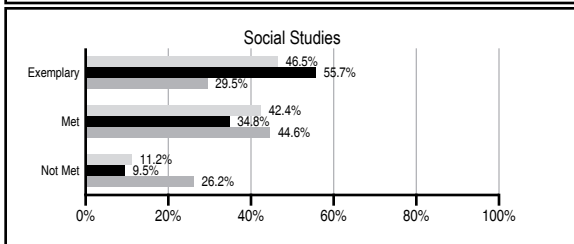
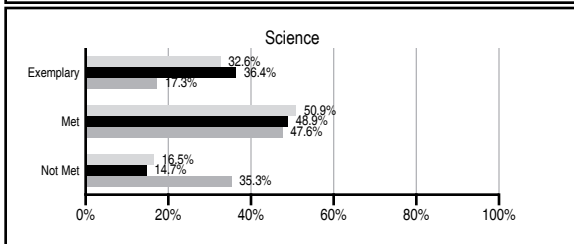
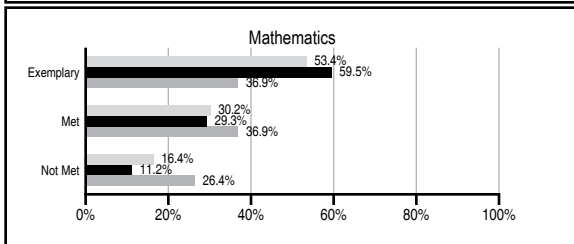
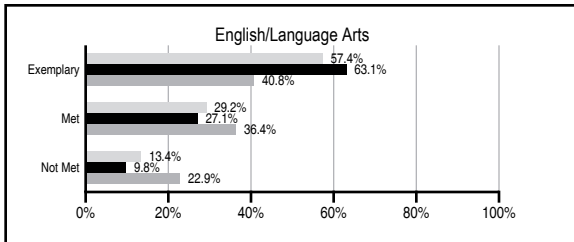
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
21	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# CHAPIN ELEMENTARY [Lexington/Richland 5]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=808)</b>				
Retention rate	0.4%	Up from 0.0%	0.9%	1.1%
Attendance rate	96.6%	Down from 99.9%	96.7%	96.2%
Served by gifted and talented program	31.2%	Up from 27.6%	31.6%	13.4%
With disabilities other than speech	2.1%	Down from 4.3%	2.9%	4.1%
Older than usual for grade	0.0%	No Change	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	76.3%	Up from 70.9%	69.5%	62.5%
Continuing contract teachers	94.9%	Up from 94.5%	93.8%	88.2%
Teachers returning from previous year	90.7%	Up from 85.8%	89.9%	87.8%
Teacher attendance rate	94.6%	Up from 94.1%	95.0%	95.2%
Average teacher salary*	\$51,850	Up 2.2%	\$49,249	\$46,773
Classes not taught by highly qualified teachers	1.5%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	7.2 days	Up from 6.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.0 to 1	21.3 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 93.4%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,270	Down 3.0%	\$6,655	\$7,447
Percent of expenditures for instruction**	70.4%	Up from 67.2%	71.4%	68.4%
Percent of expenditures for teacher salaries**	69.5%	Up from 66.3%	70.2%	65.8%
% of AYP objectives met	88.2%	Down from 100.0%	100.0%	90.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	62	147	130
Percent satisfied with learning environment	88.7%	76.6%	87.2%
Percent satisfied with social and physical environment	96.8%	78.1%	88.1%
Percent satisfied with school-home relations	96.8%	81.5%	84.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Chapin Elementary School (CES) is to ensure that all students learn at high levels in a supportive environment. Our school was recognized for receiving the Palmetto Gold Award for an Excellent Absolute Rating for 2010, as well as achieving the status of Adequate Yearly Progress (AYP), and is a State Department of Education Red Carpet School.

Chapin Elementary is a school that sets the goal on academic achievement through "assuring high levels of learning for all students." To accomplish our goal we focused on four target areas: 1) using data to make instructional decisions, (2) literacy across the curriculum, (3) teacher collaboration and (4) positive behavior interventions and support.

Using and measuring academic progress is a priority. We use data results from PASS, MAP, Dominie, and other formative classroom assessments to provide valuable information for differentiating instruction. By using data from the Measures of Academic Progress (MAP), we are able to identify strengths and weaknesses by individual student and make instructional decisions for student achievement. Another formative assessment is the Dominie Reading Assessment that helps teachers make immediate instructional decisions to guide and facilitate student learning.

Teachers continue to implement best practice in a balanced literacy approach across the content areas. Reading Recovery and Reading Interventionist work with individual and small groups of students on reading strategies. Fourth and fifth grade Academically Gifted students were served in content-based classrooms. Two science labs were available for hands-on, engaging science instruction. CES uses advanced technology such as SMART boards, Document Cameras, Wikis, and blogs to enhance instruction.

Professional Learning Teams were established throughout the school. Our leadership team was trained in building Professional Learning Teams. Coupled with administration, the leadership team provided the staff development and leadership on collaboration. Grade level meetings were focused on developing common assessments and looking closely at student achievement.

CES continues to emphasize character development and behavior for every child. "PBIS," a school-wide positive behavior program, was implemented. PBIS provides an instructional focus where school expectations are clearly defined, taught, and modeled for our students.

The CES faculty is, and will remain, totally committed to offering the best educational opportunities, a safe learning environment, and a warm, family atmosphere for our students and parents.

Harriet B. Wilson, Chapin Elementary School Principal  
Jo Wright, SIC Chairperson

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